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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Over-Emphasis on Time

THERE is advantage in having a bright child think rapidly, but it is an educational crime to have a child's success depend on the speed with which he works.

We went with a friend to get some pictures. We went thirty miles, and when we reached the place there was rain. We expressed disappointment that we had the trip for nothing. "Oh, it only means longer exposure," he said, and every picture was perfect.

The snapshot teacher, the snapshot course of study, the snapshot tests and measurements are more stupid than the morons they think they discover.

There was little known about the heavens of Herschel, and his noble associates never learned the virtue of the long exposure. The great revelations came from an exposure of eighty hours, more than three days and nights.

Quit snap-shotting every child in everything every time. Give the slow mind time to get an impress.

Americanize Americans

IT WILL be a civic as well as an educational blunder and worse for any state or city Board of Education not to provide for a large representation at the meeting of the Department of Superintendence in Texas.

Texas is a mighty empire industrially, commercially, agriculturally, educationally, and historically. Were it not for fear of precedent it would be well worth while for Congress to make an appropriation to promote attendance from every city in the country to the Texas meeting.

This is the most important opportunity America has ever had to educate all the people regarding the possibilities of the Great Southwest.

The Americanization of Americans is the great need of the times. We talk much about the Americanization of the immigrants, but

that is a mere incident in comparison with the Americanization of New Englanders, New Yorkers, Virginians, Ohioans, and other traditionalists.

Texas is the schoolmaster of Mexico, and it is of the utmost importance that Mexicans be Americanized in sympathy, in faith, and in hope. Texas must realize that Americans appreciate what that majestic state can do for the United States socially, civically, industrially, and commercially by her responsibility for a friendly Mexico.

The entire cost of attendance of ten thousand school men and women upon the Texas meeting will be a mere trifle in proportion to the return the United States will get by the education of the teachers, their pupils, and the communities.

If the attendance is as great as it should be it will represent the education of 20,000,000 children and youth in 1927, and literally millions of adults will know and appreciate Texas and the Great Southwest through the enthusiasm of their children.

Americanize Americans should be the educational slogan everywhere until every city provides for attendance upon the Texas meeting.

Richard Hargreaves at Cheney

RICHARD HARGREAVES is a happy solution of the problem resulting from the resignation of Dr. Showalter as president of the Washington State Teachers College at Cheney. It is quite unusual in every way, but to those who know Cheney and know Hargreaves it is the most natural thing to have done.

True it makes a State Teachers College president of a city high school principal, which is unusual, and it takes a high school principal from Minneapolis to be a Teachers College president in the State of Washington.

But Mr. Hargreaves impressed himself upon Eastern Washington quite remarkably when he was principal of the North Central High School of Spokane, and many of his Spokane students have made a phenomenal record in Cheney, and as a whole his students at Spokane have come to have much prominence in affairs in Eastern Washington, and it is entirely natural that the personality and leadership he demonstrated as principal of the North Central High School of Spokane should ripen at this time in this way.

Art Appreciation in North Dakota

STATE Superintendent Minnie J. Nielson of North Dakota is always magnifying something new and well stabilized, and this year she has the entire state magnifying art appreciation.

Each grade has a special picture, or statue, or portrait each month—and the same subject is in all grades for the same month.

In September the subject was "Work"; in October, "Hope"; in November it will be "Gratitude"; December, "Kindness"; January, "Thrift"; February, "Respect"; March, "Courage"; April, "Purity"; May, "Duty."

In September, with "Work" as the dominant thought: Grade I, "The Storage Room," de Hooch; Grade II, "The Valley Farm," Constable; Grade III, "The Sewing School," Arts; Grade IV, "Going to Market," Troyon; Grade V, "Venetian Waters," Ettore Tito; Grade VI, "The Horse Fair," Rosa Bonheur; Grade VII, "Behind the Plow," Kemp-Welch; Grade VIII, Independence Hall.

Each of the ten school months will have as complete a presentation as had September.

Education is the dawn, scholarship is the sunset.

Electrification

IT IS not easy to realize the transformation of the industries by the use of electricity. Aside from transportation one half of all power in use is now hydro-electric, and transportation is using electricity more and more. The New York, New Haven and Hartford railroad is using electricity on all lines for near fifty miles into New York, and the Illinois Central road now uses electricity on all trains into Chicago.

The Chicago, Milwaukee and St. Paul line has long had electricity on a large part of its Pacific Coast line. This is easy since the Montana district can produce more hydro-electric power than any other of the five water power districts of the country, more than the St. Lawrence, including Niagara Falls, the Mussel Shoals, and the rest of the Tennessee river district, the Mississippi or the Colorado river district. Those who have enjoyed(?) the smoke of mountain-climbing locomotives over the Rocky Mountains can alone appreciate pulling trains up grade and holding them back on down grade without a fleck of smoke beclouding the sky.

Geographic Bulletins

THE National Geographic Society is rendering a notable educative service in providing teachers—teachers only—thirty issues of their Geographic News Bulletin for twenty-five cents, which merely pays the postage. It is really a wonderful privilege which they give teachers. Address National Geographic Society, Washington, D.C.

Educational Vistas of Vision

By A. E. WINSHIP

THERE has never been a time in the world's history when so many vital changes have affected the world at one time so wonderfully as now. For three years and more there have been at least two famous discoveries, revelations or creations each week. They now know that there are 50,000 million stars in the heavens. I have seen a photograph of the Pleiades, the smallest constellation, with only six stars visible, and the photograph had two thousand stars of twenty magnitudes. In 1924 another universe was discovered, seven hundred and fifty light years away.

In these three years it has been discovered that every atom—something so small that no microscope has been powerful enough to see the largest atom—has about two thousand electrons in the hydrogen atom, and a quarter of a million electrons in the radium atom.

Think of domestic life as it has been recreated. No one lives today as practically every one lived three years ago. The ice man is no longer a necessity, for ice can be made by electricity when you want it, in the shape you want it, without appreciable expense. The garbage man is no longer a necessity, for an incinerator dries all garbage into harmless, odorless dust almost instantly. The violet ray of sunlight will kill everything alive in the water of the swimming tank and burn up everything that is dead. In large ways revelations come as by magic. One day they demonstrate that electricity will not function in a vacuum by using a vacuum switch that is unaffected by fifty thousand volts of electricity. The next day they take a photograph of Detroit from Dayton, Ohio, by going up in an airplane so as to look at Detroit above trees and steeples. The next day they solve the problem of the wabbling of the earth's axis about the geographical axis in an orbit of 247 days. Then they create an instrument that records every right and wrong heart beat on a record or cylinder to be used anywhere by any one for a century.

If intelligence tests used the creations, revelations and discoveries of the last three years, clergymen, university deans and other professional scholars would have intelligence quotients of morons. And we have hardly begun to know what every one will know a few years from today. I look in the eyes of a granddaughter seven months old, knowing that she knows nothing now, but knowing also that by and by she will know many things that no one knows today.

Are the schools preparing children to know what no one knows today or are they content to have children, who will live in a world infinitely more complex than is the teacher's world, worshiping merely what the teacher's teachers knew when the teacher went to Normal School? Are we using red traffic signals, blazing a danger signal, warning children to know nothing new? Or are the schools using the amber signal, saying "Get ready" when the blue light says "Go"? Are the schools using telescopic cameras in their visions of the future, using spectroscopes in measuring the activities of electrons and spectrophones in recording the soul throbs of boys and girls of today and tomorrow? Are we getting the vision of the angel in the marble before we clip off the first rough piece of the crude block as Michael Angelo did? Or are we merely giving a little attention to the head or foot on the created angel as Michael Angelo did as a parting touch to the created angel that he saw before he touched the block of marble? Have we the vista of the vision, or are we blundering along some mule trail because mules have stumbled along that trail for years? We think there are angels in the educational marble, revolutionary creations in the education of boys and girls of today and tomorrow.

The Great Divide

By RUSTIC BARD

I stood one day on the Great Divide
Where the waters flowed to either side.
From a tiny spring two brooks flowed forth;
One flowed to the south, the other north,
One flowed through the land of ice and snow
Where the northland breezes always blow,
And the other flowed to the sunny south
And joined the sea at the river's mouth.

We stand today on the great divide
Where a road leads off from either side.
Could we wisely choose between the twain
It would often save us grief and pain.
For the one leads forth to fame and wealth;
To a life of joy and ease and health,
While the other one leads to pain and grief
In the land of sham and make-belief.

Oh, could we but know and then control
All the inward longings of the soul;
Of children born in the selfsame home,
One may linger, another roam.
They separate on the great divide
And travel along on either side.
One's life is crowned with great success
While the other's poor and penniless.

Belding's Page

MODERN SPARTANISM

WHAT! Expose the physically unfit infant on some lonely mountain side to perish of cold and hunger? That was the way of cruel Sparta. Such practices would not be countenanced a single moment in this enlightened century.

Of course not. By no means. Surely.

But under the name and guise of education certain well-meaning individuals apply psychologic tests to the boy and the girl—tests which are bound to be inadequate, approximate and unjust—and they declare the results. Some of the specimens thus examined are given a high intelligence quotient; others medium; still others low. These latter are the mentally unfit.

These unfit are not left out on chilly Parnassus to die. Indeed they may become the objects of a splendid solicitude. They may be gathered into groups and given special attention.

But the wind that blew upon them when they learned they were deficient in brain power was a cruel, biting wind. It numbed that faith in themselves which they needed to enable them to do their best.

And the worst of it is that—as in the procedure of Spárta with the bodies of infants—the eminent authority who rendered the verdict could not be sure. And so the world, the nation or the community was deprived of the contribution which a human being who did not reveal his latent quality to the measurer, could have made. For where does human genius reach a finer flowering than in the one who surmounts physical and mental handicaps, gaining unguessed powers in the process?

WHAT DO WE MEAN, "PRACTICAL"?

ALL TEACHING should be practical. Children must be taught whatever is essential to enable them to take their rightful places in the business, professional or industrial world. They must become self-supporting. More and more attention is being given to this object. And it is well—unless it should go so far as to crowd other things out of account.

For, after all, the main business of life is not business but life. The main success of life is not success in business alone, but success in well-rounded living.

Work is interesting and important. People who work at a task suited to their powers usually enjoy it. They become absorbed in it. their vision is apt to become narrowed. They see little beyond the back wall of the office or the work shop. When there is no work to do, they must have excitement: motoring, radio, movies; what not.

Solitude? Reflection? Communion with great souls who have put themselves into imperishable literature or art? Conversation upon serious and vital themes? Few people in our day and land have inclination for these things.

Imagine becoming a nation of octogenarians without a taste for the occupations of mind and spirit which ennoble life and make it worth going on with!

No form of education can be truly practical—fitting its possessor for the four-score of years that are predicted for him, and for the increasing free time that may be granted him—which centres about the dollar sign and neglects the human soul.

"SESQUI" OF PHI BETA KAPPA

COINCIDENT with the birth of the American Republic was the birth of Phi Beta Kappa. Founded in 1776 by a group of undergraduates at the College of William and Mary who aspired to make "Philosophy the Guide of Life," this society has grown to have 107 chapters with a living membership of 45,000. It is known far and wide as a fraternity of scholars. From this time forth Phi Beta Kappa purposes to do more than in the past for the encouragement of study among the youth of colleges and preparatory schools. A fund is being raised which will establish a memorial building at William and Mary, and, in addition, will provide prizes and distinctions. Thus it will offer, each year, a grand prize of $10,000 for distinction in teaching, open to all college teachers, or for distinction in scholarship, open to all college graduates of less than ten years' standing; also a number of grants to chapters and individuals in aid of scholarly achievement; and a number of honorary awards to secondary schools ranking high in the production of scholars.

No one can doubt that the value, the delights and the advantages of sound scholarship need to be emphasized in school and college, or that Phi Beta Kappa is undertaking a work which rightfully belongs to it.

For that matter education is compulsory all through life.

If you would learn a subject, teach it.

Anson W. Belding

Associate Editor.

Must Learning Be a Bore?

By A. W. BURR

Beloit College

"LEARNING had always been a school exercise; hence, a bore," remarks a writer in the April Atlantic. Newspaper cartoons picture a most doleful boy the day school opens. Even college classes scatter with glee if the professor is five minutes late. Professor Richardson of Dartmouth concludes that the greatest hindrance to scholarship is "lack of respect for it." Wherever we turn school learning seems to be a nauseous dose that has to be taken in the springtime of life.

No, not everywhere is learning so bitter an experience. Out of school it is often pursued with great eagerness by youthful Lincolns, Edisons, Pupins. With a library for his school, Andrew Carnegie could say: "Knowledge is always useful; it always helps in one way or another." Many whom the school spoils for learning at first, pay hard-earned dollars to correspondence schools. Children before they go to school and out of it want to know: What does the school do to its youth, that learning becomes a bore to them?

> "If one-hundredth part of the time now wasted in spelling was put upon the form, the mechanics of the printed page, the right form would become as much second nature when the child comes to write as is right spelling of the words he writes."
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> "The best recipe for good writing and for learning to write is having an experience that is worth telling and that one wants to tell. As the artist paints to a picture in his mind, so must the writer write to a picture. One paints in color, the other in words."

More than one reason can be given for this school attitude toward learning; but one is the accepted conception of education as a process of giving lessons and finding what the learner knows about them. Unconsciously an air of compulsion has come over the process. The State compels attendance. The teacher pursues the learner, not the learner knowledge, and the learner has no way to assert his individuality but to take no more than he has to.

LEARNING TO READ.

This ignoring the child's way and his initiative in learning begins as soon as he starts his school life. Before he entered school, of his own accord he had learned to talk, and found sound, meaning, and connections of spoken words. But in school he was not to find form and meaning of printed words by following on as another read. He must be given words and sentences to learn by many repetitions. Of his own accord he would have followed with the eye the teacher as she read and re-read the pleasing story, and soon would have put ear and eye words together, just as he had joined things and acts with the sounds of spoken words. Why make the reading process so different by making it all a drill on word and sentence tasks? Whenever a child at home has learned to read by looking on, the mother has been surprised, and a little proud that her child has picked up reading thus. But it was only the natural way for children to learn. Too many begin to read by calling words mechanically, and then have to be drilled for years to read as if talking from a book. Every time that a child with ear and eye follows oral reading of what he understands, he is learning to read.

Reading and writing are marvelous achievements for the child. He has to know six symbols for every one of his ideas, two ear, oral pronunciation and spelling, and four eye, two print and two script. Learning to read is getting eye symbols for his ear signs of ideas. The more hearing and seeing go together, the faster the transfer is made. All lessons of the first four grades, arithmetic, geography, etc., might become reading lessons, if read with the class in their assignment. Why is it not done?

FINDING SPELLING

The child had lost most by the giving process in his education in his learning to spell. Daily for years, he is drilled on lists of words, words isolated, often meaningless to him, words he never misspells. In learning to talk, he found by the ear the sounds that made words and their order. He didn't say "cog" for dog, nor "tac" for cat. Why is learning the letters of words by the eye so different? The writer once saw in Cucamonga, California, Mexican children getting the reading, spelling and writing of English all at once. A boy at

his seat had cut out a picture of a house that caught his fancy and took it to his teacher, who said to him: "What do you want to say about it?" "My house is nice." "Do you want to write it?" "Yes." The teacher took a sheet of paper and wrote in heavy letters one or two inches high "My." The boy went to the blackboard, put the word on a nearby table, traced the word with his finger two or three times, turned to the board and with a crayon wrote "My" in a good hand. Then "house" was written by the teacher and copied after tracing it a half-a-dozen times. So "is" and "nice" were written. Possibly the boy could not have named a single letter. He was talking without being able to spell words by their sounds. The names of the letters naturally come later as the need of the names occurs.

The backward seventh-grade boys and girls of the Kentucky Mountains learned to spell by having each one find every other day, in the reading lesson, fifteen words that he thought he ought to learn to spell. From the lists handed in, the teacher named a word and asked: "How many of you had that word?" As each word was thus approved, it was put on the blackboard, until a list of twenty became the lesson for the next day. The misspelled words, which were few, were marked and papers were returned, but no one was asked to correct his misspelled words. Lists may be found for a time in the arithmetic lesson, then the geography, the history; carpenter's words, kitchen and grocery words may have their turn.

Finding spelling gives the habit of noticing spelling, and noticing spelling naturally makes good spellers. Giving spelling associates spelling with lists and the spelling book, and costs double, triple the effort of the natural, the finding way.

Without a teacher, a poor speller can learn to spell by daily selecting and copying, twice, ten or twenty words from the page he reads or studies. Spelling and correction are not necessary.

WHY NOT FIND WRITTEN FORM?

The effort to give the learner by rules the right use of capital letters, punctuation marks, the correct form of his written page, is a marked failure. He writes without rules until he has bad habits, and then is given rhetoric and rules to correct them, but he keeps on with his habits until much correction possibly dins into him right form.

When the child was learning to talk, he found where to put pause and inflection to give his meaning. Why may he not learn the eye signs for his thought in much the same way, become conscious of them and of what they tell him? Consciousness of them and their part in thought expression do not depend upon giving first some rules of rhetoric. It is the lack of what the marks mean that makes his oral reading for a long time so poor, is why the young reader fails to get the sense, yet the same words with the groupings of speech tell him their story plainly.

The place and meaning of capital letters, periods, semi-colons, hyphens, insets, are no more difficult to learn than the meaning, spelling and order of words, if noticed, found, and not approached first by formal rules.

If one-hundredth part of the time now wasted in spelling was put upon the form, the mechanics of the printed page, the right form would become as much second nature when the child comes to write as is the right spelling of the words he writes. It is far easier for the learner to find an answer in his own words to the question "What do the capital letters, or the round dots on this page tell you?" than to learn to pronounce the words of the printed page. Now our schools turn out boys and girls who read, study, hundreds and thousands of pages of print, memorize rules for form and then every page of a freshman theme or of a business letter can be without "form or comeliness." The way to better English form is by the child's noticing, finding form in his reading.

Some day a reader for weekly use will appear which by suggestion or question will discover to children of the grades the simple elements of page form. But any teacher may begin tomorrow to make her class conscious of them, one by one, with the question, "What does it tell you?"

FINDING WHAT TO SAY.

When the young writer attempts English composition and asks: "What shall I say," the answer is to give him ideas by suggestion, or to send him to a book for material for some patch work of thought.

What he needs is to find some experience out of which he can write, as does every true writer. The experience may be something of his life, a trip, a game, an ambition. But better is his finding the experience of a writer in some scene or story by going with him in imagination as he wrote, by trying to see what he saw and put into a word picture. He starts with the words, "I see——." It is recreating the scene and then telling about it. A word, a line may tell a story. As the young writer creates his experience out of the materials the author sets before him, he serves an apprenticeship with his author. The learner's story may be imperfect at first, but he is in good company and it will soon be better. Why not use the stories of his reader, the problems of his arithmetic, the descriptions of his geography, for seeing something to tell about? In one "Bee Hunt" with John Burroughs, in the first stanza

of Gray's "Elegy," he will find more worthwhile experience to unfold than he can put on paper, and he will have the real writer's experience. "How can I say it all?"

The best recipe for good writing and for learning to write is having an experience that is worth telling and that one wants to tell. The story that one likes is a good place to find it. If a class will read twice a paragraph of such a story and be asked: "What did it say?" and then will read another paragraph, and be asked: "What did you see?" the difference between the poverty of memory and the riches of the imagination will be plainly evident. As the artist paints to a picture in his mind, so must the writer write to a picture. One paints in color, the other in words. Finding what to say is finding a picture to tell about.

FINDING DEFINITIONS.

Another place for less giving of memory tasks, and more finding with observation and thinking is in learning definitions and rules. The formal school practice is, a definition, given, learned and recited with examples, the deductive process. The out-of-school process with something new is: "What is it?" Its name, and then telling about it. If this natural way is taken into the classroom, the teacher in picture or on map points out an island, the land and the water, and asks: "What is an island?" or "How would you go to it?" After the class has found its own definition, then the book one may be learned. If the lesson is to be on adjectives, in the sentence, "John has two silver dollars," "two" and "silver" are called adjectives, and the class are asked, what they do. They will never say "modify," but will know what "modify" means when they read the book definition.

In beginning Latin or any new language, the learner may find his new tongue on every page of his English in word and sentence structure if his teacher will help him to compare, will do more for him than give forms to learn and sentences to write. The horizon of any subject is larger than the subject. In reading, history, science the constant aim may be to put the learner in the way of finding out things. The greatest need of the learner today is an inquiring mind. The processes of Education for a long time have suppressed it. The attitude of the teacher has been: "I give, you take." Of too many learners, "Give it if you can." The conflict has waged from primer to diploma.

There is a native hunger for knowledge. That native hunger, it is the function of the school to use and increase. There can be no good school nor good teaching without it. It is this pursuit of learning that is the place for study and experiment by every teacher and educator. Some ways have been suggested, but the wisest way does not go far, unless the teacher has an inquiring attitude of mind toward knowledge. Like begets like. True learners are pursuers of knowledge. They want to know. True teachers want them to know, and for that are discoverers again with their learners.

This path of pursuit need not be any "Go-as-you-please" or "Go-as-you-want-to," as some advocate, and call it following the native interests of the child. That is the other extreme, the teacher going with the child, instead of the child going with the teacher.

Nor does opening the paths of discovery mean that the attitude, "They've got to know" is still not necessary with some learners. An English schoolmaster once said: "I whip them and they learn." The school today that drives all with papers, marks and detentions is not much better. Knowledge is to be sought and the mind of youth is made to seek it. The classroom is the place for inviting questions by the learner, for the game of finding out, and not solely for testing the learner. The teacher who says: "You will take the next six pages" makes a lesson a task, a bore. The one who says: "Tomorrow we will find out how —— or about ——," reveals a path for the pursuit of knowledge.

Teaching is not a teacher pursuing a learner, but a learner seeking with a teacher.

Information is not training. Telling a baseball team how to play the game is information, but the thing that wins games is training. —H. M. Rowe.

The Disregard of Law

By JACQUES W. REDWAY

Mount Vernon, N. Y.

FROM time to time, from pulpit and from platform, there comes the assertion that an amendment to the Federal Constitution cannot be repealed. Wrong; any amendment, any part of the Constitution, even the whole Constitution can be repealed and set aside by the will of the people; and the method is the same as that by which the Federal Constitution and the various amendments thereto were created and adopted. The proposed change may be brought about by the sanction of two-thirds of each house of the Congress; it must be ratified by the legislative bodies of three-fourths of the states. Thirty-three dissenting senators in the Congress are sufficient to defeat a proposition to repeal an amendment; hence the legislative bodies of thirteen states may overcome the unanimous wishes of the other thirty-five states. And therefore if the proposition is lost by one vote in either house of the thirteenth state, that one vote thwarts the intent of many millions of voters.

There is a shorter and more direct way in which the repeal of any part or even the whole Federal Constitution may be brought about, namely, the constitutional convention. On the demand of two-thirds of the legislative bodies of the states, the Congress is required to call a convention of delegates from the states for the specific purpose. Already twenty-nine states have united in the call for a constitutional convention, and it is not unlikely that other states will join them in the call.

Amendments to the Federal Constitution have superseded other and original provisions, practically repealing them, but an amendment per se has never been repealed. Indeed, so intricate are the formalities of any change, that the repeal of an amendment has not been attempted. But while a change of any part of the Constitution is manifestly difficult the nullification of its provisions is easy.

Before an amendment to the Federal Constition becomes operative and in effect, the Congress must pass the legislation for its enforcement, provided that such legislation is necessary for enforcement. Without such legislation an amendment is inoperative for the reason that there is no machinery whereby it may be enforced. The Fourteenth and the Fifteenth Amendments are examples. The Congress enacted the laws necessary to make them effective. But so far as the civil rights of the negro are concerned the laws were rarely enforced—practically not at all. In time the statute providing full and equal enjoyment of public conveyances, hotels, and theatres was declared unconstitutional by the Supreme Court. In time also other features of the various Congressional acts were repealed or emasculated. So far as the civil rights of the negro are concerned these amendments exist, but they are inoperative. They have been nullified.

Nullification may be brought about in various other ways. A state may refuse to enact the laws necessary to aid in the enforcement of Federal laws. This occurred at the time of the passage of the Fourteenth and the Fifteenth Amendments; it has occurred also with respect to the prohibition laws. The Federal Constitution was never intended as a code of police regulations. Its most important features have been, first, a bill of rights for the individual; and, second, a bill of rights for the states. The union of states was based upon the fundamental principle that each and every state should have all the powers of self-government not specifically forbidden by the constitution. The amendments which have the character of police regulations have been legally nullified in some instances; they have been impudently violated in others.

Open and wilful violation of the laws of the land has reached a stage that has become a menace to self-government. The gravity of such a condition is apparent when one realizes that disregard of the law is not alone the act of the ignorant and vicious; it is equally chargeable to those who pose as upright and law-abiding citizens.

> "At the present time the greatest duty of the schoolmaster and the minister is the training of the coming generation of voters to the performance of the civic duties which their predecessors neglected."
>
> "A government is strong in proportion to the number of people maintaining it."
> —Gladstone.
>
> "The strength of a nation is measured by the strength of the religious convictions of its people."
> —President Coolidge.

Disregard of the laws of the land began in colonial days with the passage of the religious observance laws enacted by a theocracy; and of all forms of government a theocracy is the most tyrannical, bigoted, and intolerant. The disposition to disregard these laws grew little by little as a class of people of more liberal culture settled within the colonies. Nevertheless the laws remained on the statute books after the colonies became states; there was rarely an attempt to enforce them. In several states they still exist—only to be disregarded and derided. As specimens of theocratic legislation they forbid about every personal activity except going to church, and in at least one colony church attendance was made mandatory. Now and then, as a matter of political spite an arrest is made for violation of a Sunday observance law, but convictions follow only in cases where the sense of the community is outraged. One may ask with good reason why an obsolete non-enforceable statute is not repealed. The answer is easy; a well-organized fanatical minority "puts it over" because an indifferent majority permits.

The next period of open violation of a series of laws in this instance of Federal statutes occurred between 1835 and 1861. The laws of the land had declared that negro slaves were chattels which could be bought and sold like other property; and therefore if estrayed, could be recovered wherever found. Hence the unpopularity of laws which made mandatory the surrender of a slave to his owner if the slave happened to be caught in a free state. Organized resistance to the law together with the various "underground railroads," by means of which escaping slaves were piloted into Canada, brought about intensely hostile feelings between slave and free states.

It was in connection with the slavery question that Chief Justice Taney was charged with saying that negroes "had no rights which a white man was bound to respect." As a matter of fact he said nothing of the kind. Here are the ipsissima verba quoted from his opinion: "It is difficult at this day to realize the state of public opinion in relation to that unfortunate race which prevailed in the enlightened parts of the world when the constitution of the United States was adopted. But the public policy of every European nation displays it in a manner too plain to be mistaken. For more than a century they [negro slaves] had been regarded as beings of an inferior order unfit to associate with the white race in social and political relations; and so far inferior that the negro had no rights which the white man was bound to respect; and that the negro might be lawfully reduced to slavery for his benefit."

The violations of the fugitive slave laws added not a little fuel to the conditions which ended in a war between the two sections of the country. Following the Civil War came the Fourteenth and Fifteenth Amendments and the legislation required to enforce them. The disregard of these laws was so widespread that troops were stationed throughout the Southern States to enforce laws which the states themselves refused to pass. The efforts at enforcement were futile; politics finally stepped in; the laws were ignored not only because they were unpopular, but because adequate means to enforce them were refused.

The experience of a century has demonstrated that a sumptuary law, unpopular with even a small minority, is apt to be disregarded, and also—more's the pity—that a majority of the people does not seem to care whether an unpopular law is enforced or not. "Fool laws" such enactments are commonly termed. Some of them, such as the law which attempts to regulate the length of women's skirts, or forbids throwing food to wild birds, are certainly the intellectual lucubrations of fool lawmakers. They are born of organized minorities that rely upon the indifference of the fifty-two per cent. of voters who absent themselves from the polls.

A French newspaper, Le Petit Parisien, has expressed the opinion that democracy in America is nearing its downfall. That hardly is the case. In the course of time some atrocious occurrence will rouse the whole nation—just as the firing upon Fort Sumter was the last straw in the tolerance of the institution of slavery. National progress does not advance by series of steady movements; it moves along a fairly even plane until the stress and strain of human desires overcome the inertia of human indifference. Then there follows a spasmodic advance that, at times, is more or less hysterical and sometimes unwise.

It is not quite certain that the disregard of statutory law, the growth of crime, and the indifference of the majority to their civic duties will be overcome while the present generation of voters is on hand. But, at the present time, the greatest duty of the schoolmaster and the minister is the training of the coming generation of voters to the performance of the civic duties which their predecessors neglected. Two opinions are worth quoting. Fifty years ago Mr. Gladstone said: "A government is strong in proportion to the number of people maintaining it." It was good statesmanship then; it is equally good today. Two years ago President Coolidge declared: "The strength of a nation is measured by the strength of the religious convictions of its people"; and that is also true.

Democratizing the County Teachers' Institute

By M. S. PITTMAN
Ypsilanti, Michigan

MISS VIOLA M. GUNNISON, county superintendent of Jackson County, Wisconsin, is responsible for an experiment in county institute management which had as its goal "one hundred per cent. efficiency."

To accomplish this goal she set out with the following objectives:—

(1) To provide an individual institute responsibility for every member of the group;

(2) To emphasize in the work of the institute these subjects which were to be the pedagogical goals for the year;

(3) To show through demonstration, supplemented by exposition, the ideas and processes which were to be the heart of the year's program;

(4) To call into service a variety of available local talent so as to broaden the scope of the institute and extend its influence to other phases of life outside of the school;

(5) To make the institute a demonstration to the teachers of how to use, fruitfully, the latent human resources available in every community.

To accomplish these objectives, machinery was necessary. The machinery was as follows:—

1. Personnel:—
   (a) The county superintendent and her supervisory and office staff.
   (b) The institute conductor and a demonstrating teacher both of whom came from a neighboring Normal College.
   (c) The teachers of the county.
   (d) The personnel of the allied educational agencies such as the Red Cross, county farm agent, and county officials.
   (e) The ministers, lawyers, doctors, editors, and the average citizen.
2. Time:—
   Eight half days for regular institute work--Monday noon to Friday noon. Each half day was to consist of four phases.
   (a) A discussion setting forth the problem, procedure and materials to be shown by the demonstration.
   (b) The demonstration in which the demonstrating teacher taught a group of children a given body of material as she illustrated and exemplified the process which constituted the problem for the session.
   (c) The critique in which the demonstrating teacher and the conductor asked and answered questions relating to the demonstration.
   (d) Recreation—This followed the address or discussion and preceded the demonstration. It was conducted by the group which served as the host for this particular half-day session. It consisted of Swedish exercises, classroom and playground games, of songs, recitations, demonstrations of a variety of sorts.

Since there were to be eight sessions the institute was divided into eight groups. Registration and group organization took place Monday morning. Each group chose its officers, planned its group activities and assigned individual as well as group duties. Each group chose for itself a name and decided to publish a paper, reporting the activities of the institute for the half day for which it was host and entertainer. The names chosen for the groups showed something of their ideals, humor and pep. The name of the paper each group published was supposed to bear some resemblance to or have some correlation with the group name. A perusal of the following list of group names followed by the names of the papers will fully reveal the idea:—

The Fords—The Rattler.
The Busy Bees—The Buzzer.
The Hill Climbers—The Ladder.
The Hot Peppers—The Ker—choo!!
The Faithful Diggers—The Badger.
The Skylarks—High Flying Notes.
The Chickens—Peep, Peep.
The Happy Workers—The Whistler.

The serious work of the institute for each half-day session centred around a demonstration lesson taught by an expert demonstrator. The demonstration was preceded by a discussion by the conductor. The discussion was an exposition of the subject or process to be demonstrated. Only a few of the preliminary discussions would be classed as addresses. Their purpose was primarily to instruct so that the demonstration might have point and hence might prove profitable. Only two addresses during the entire week were given primarily for the purpose of inspiration, all other discussions were intended to inform with the hope that information would prove inspiration to the teachers to try to apply the ideas and the technique of the demonstration to their own work. The demonstration was followed by a critique, a frank, free questioning discussion about the demonstration itself—its aims, materials, procedure, virtues, limitations, etc.

The plan to put members of the institute to work and get everyone into the game proved a success. Not only did every teacher have something to do, but many other persons from other lines of work were called into

service. Children from schools throughout the county came in to sing, dance, render piano solos, instrumental duets, trios, and the like, to demonstrate hot luncheon, rope splicing, seed and soil testing, and many other things American children do now in and out of school. The adult people came in to exhibit pioneer implements and customs, to sing and speak, to teach ancient games and recite old poems and declaim as they did in the "back yonder days." The pulpit, the press, the bank and the surgeon's office, the factory and the lawyer's den, the court room and the jail all made their contributions to show the relationship of the school to life and of life to the school. One hundred or more persons, other than the teacher, helped to "conduct" the teachers institute. The "big folks" of the institute perhaps were the little boys and girls, who came in to serve as members of a demonstration class, or to sing, recite, whistle or tell "How I raised a champion."

Did they like it? They did. Heretofore, they had been having a one-day institute. The teachers voted 14 to 1 for an institute of the same character. When they ranked the activities of the week, they fell in the following order:—

First—Demonstration lessons by the visiting demonstrator.

Second—Recreation periods under the direction of groups.

Third—Critiques (discussions after demonstrations).

Fourth—Lectures (before demonstrations).

Fifth—Group projects (publishing, paper, etc.).

When asked: "What would you like to have most emphasized next year?" they said:—

First—More demonstration lessons.

Second—More discussions of the demonstrations.

Third—More group activities.

Josh Billings on "Laffter"

"THERE is one kind ov laff that I always did recommend; it looks out ov the eye fust with a merry twinkle, then it kreeps down on its hands and kneze and plays around the mouth like a pretty moth around the blaze ov a kandle, then it steals over into the dimples ov the cheeks and rides around in thoze little whirlpools for a while, then it lites up the whole face like a mellow bloom on a damask roze, then it swims oph on the air, with a peal az klear and az happy az a dinner-bell, then it goes bak agin on golden tiptoze like an angel out on an airing, and lazs down on its little bed ov violets in the heart whare it cum from."

—Josh Billings.

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Cook County in Action

By A. E. WINSHIP

THOUGH we have written much regarding Cook County efficiency we have never written a tenth part of what we have wanted to write, and we venture another report of what is to us the most remarkable instance of intense supervision of which we know.

The county superintendent, Edward J. Tobin, issued a daily report during the summer months of the visits he made to the districts. This report was sent to each of the nine country life directors every day.

On July 30 he reported the pupil Country Life Sign Boards which he saw that day. In District 77—Wesley Stellman, garden; John Bestman, poultry; Gisla Gross, music; Otto Gross, poultry; G. Gross, sewing; Eleanor Kolze, garden; E. Kolze, sewing; Irene Finke, poultry; Evelyn Finke, sewing; Elsie Bestman, sewing. District 21—Grover Kassel, wage; Leslie Kassel, wage; Bernice Kassel, sewing; William Kuzma, poultry, garden; Edward Kuzma, poultry; Frank Uptadel, music; Dorothy Bolling, garden, sewing; Lorraine Uptadel, sewing; Ethel Hauk, sewing; John Sicks, music; Edwin Foote, wage; Katarina Scherin, sewing; John Forke, music. District 20—Bernice Pohlman, poultry; Walter Pohlman, pig; Wilbert Pohlman, pig; Freida Hardt, poultry; Eleanor Hardt, poultry. District 14—Mildred Biere, garden, sewing; Florence Shirley, sewing; Edward Schroeder, garden; T. Hildebrandt, field.

On July 27, District 43—Loretta Harz, music and garden; Esther Harz, music and poultry; George Flentge, field; Marjorie Greve, music; Clarence Theis, field; Ella Theis, sewing; Walter Theis, pig; Leonard Nagel, garden; Harvey Nagel, wage, poultry; Wilbert Burman, garden; Lester Blicek, garden; Emil Krumfus, garden, music; Dora Krumfus, cooking; Edmund Krumfus, field; Lorraine Stenwedel, cooking; Wilmer Stenwedel, garden; Lenon Blank, pig; Mildred Menching, poultry. District 44—Carleton Alleman, poultry; Bessie Eaton, sewing; David Dorman, garden; Carl Johnson, poultry; Jack Norton, garden; Frank Sheeler, poultry; Edward Sheeler, poultry; Roy Hecht, poultry; Paul Allemann, poultry; Harold Tilton, poultry; Florence Dorman, poultry; Ned Norton, garden; Ray Norton, wage; Harry Sheeler, poultry; Harvey Sheeler, poultry.

These are just reports for two days. Every country life director is on the job fifty weeks in the year, and so is the county superintendent. The out-of-school education of the boys and girls in one hundred and seventy-two country schools is considered as important in its way as is the in-school education when the schools are in session. Every pupil above the third grade is expected to be learning or earning, or learning and earning in vacation.

Every child is supposed to have a Country Life Sign Board with his name, number of district, and the activity specified where it can be seen from the highway or byway. The county superintendent reports on the Country Life Boards that he sees, and each day issues a report to the nine country life directors of the results of each day's visits.

We are not saying that there are not other counties that keep in as close touch with every child's activities out of school as well as in school.

We are not saying there are not other deputy county superintendents and other county superintendents who are on the job in the field fifty weeks in the year, but we are saying that in our fairly wide acquaintance with rural school life we have not happened to know any experience comparable to that which we have seen in Cook County, Illinois.

Initiative

THE world bestows its big prizes, both in money and honors, for but one thing. And that is Initiative. What is Initiative? I'll tell you: It is doing the right thing without being told. But next to doing the thing without being told is to do it when you are told once. That is to say, carry the Message to Garcia: those who can carry a message get high honors, but their pay is not always in proportion. Next, there are those who never do a thing until they are told twice; such get no honors and small pay. Next, there are those who do the right thing only when necessity kicks them from behind, and these get indifference instead of honors, and a pittance for pay. This kind spends most of its time polishing a bench with a hard-luck story. Then, still lower down in the scale than this, we have the fellow who will not do the right thing even when some one goes along to show him how and stays to see that he does it: he is always out of a job, and receives the contempt he deserves, unless he happens to have a rich Pa, in which case Destiny patiently awaits around the corner with a stuffed club. To which class do you belong?

—Elbert Hubbard.

What Is Ability?

By W. C. McGINNIS
Superintendent of Schools, Revere, Mass.

[Abstract of letter sent to his teachers at opening of school.]

A SHORT time ago a superintendent of schools said to me: "Theoretical or professional educational knowledge has progressed far beyond the ability of the average teacher to apply that knowledge. Take, for instance, the project method. Geography, history, and arithmetic can be taught by means of the project method better than in any other way, but there are not half a dozen teachers in our whole school system who know how to use the project method."

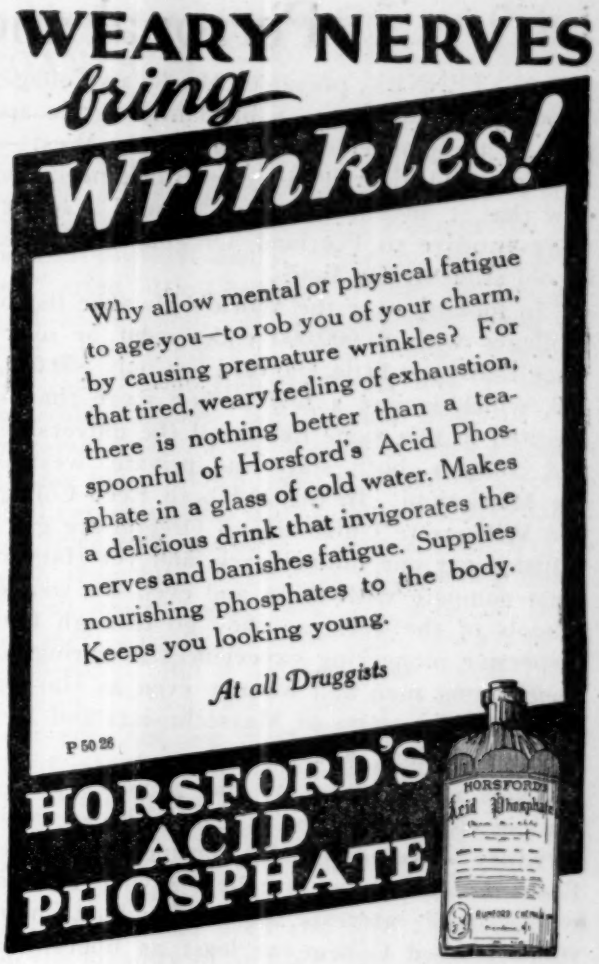
These remarks, as the French say, gave me to think. The superintendent may have underestimated the ability of his teachers to use the project method, but whether he did or not, he made out a very strong case against the project method for his school system, at least, rather than against the teachers. Anything in teaching which is beyond the ability of a majority of the teachers is not worthy of a place in the school program. This is as true of the project method as of anything else.

I asked the superintendent what he meant by "ability of teachers." He defined ability about as follows: "Ability represents the academic and technical knowledge of a thing combined with personal and professional or technical knowledge of the process by which a required thing can best be done or attained."

A few Sundays ago I listened to a great sermon by a great man. He said: "Ability is sixty per cent. disposition." He is right. What we call "disposition" is sixty per cent. or more of what we mean when we talk about "ability." The Engineers Association of America has stated that knowing how to do the technical part is only nine per cent. of engineering efficiency.

Knowing how to do a thing is of very little value without knowing how to do it with somebody. In most jobs in life the human factor, whether we call it disposition or personality, is more important than book knowledge or technical training. The record of Mr. Schwab of the Bethlehem Steel Company is a case in point. He says he knows very little about making steel.

In no other work is "disposition" more important than in teaching. The professional training of teachers, however extensive it may be, and the knowledge of subject matter however great that may be, are inadequate for doing the highest type of teaching. Kindliness, sympathy, fair-mindedness, a willingness to understand the other fellow's point of view, co-operation, a due respect for the rights of others, and a tendency to give more praise than censure, are some of the qualities that make up "disposition," and by nobody is "disposition" more quickly recognized than by the classroom pupil.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The mother of Success is Ambition.
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Honesty,
Thoroughness,
Foresight,
Enthusiasm,
Co-operation.
The oldest daughter is Character.
Some of the sisters are:
Cheerfulness,
Loyalty,
Courage,
Care,
Economy,
Sincerity,
Harmony.
The baby is Opportunity.

—Exchange.

Personal and Professional

C. W. TENNEY, president Wesleyan College, Gooding, Idaho, makes a brilliantly heroic appeal for the pioneer colleges of the Far West:—

"Harvard University is in such dire need just now that it finds it necessary to send a special representative to Portland, Oregon, to canvass its old students for funds.

"In looking over the World's almanac list of 'colleges with $1,000,000 endowment or over' I see that poor little Harvard has only $69,689,840, which is just a few million more than is credited in this same list to all the universities and colleges, both state and private, west of the Mississippi. In this list both Reed College and Willamette University of Oregon are given a little over one million each, and yet Harvard must compete with these and even the weaker schools of the West as they go through their respective pioneering experiences in caring for their young men and women, even as Harvard has cared for those of Massachusetts and New England so long and so well. . . .

"Now it seems to me that a man's philanthropic vision should be at least as broad as the territory covered by his business activities. From the standpoint of college giving, the man whose chief interests are in Portland should support Reed College at least as liberally as Reed College is helping to educate his children, develop his business, inspire his community and bring culture and refinement to the city as a whole."

D. J. BOONE, superintendent, Lorain, Ohio, says some eminently sensible things of which the following is a sample:—

"We hear much about the rising generation. One would think that the boys and girls of today have broken away from all the standards held dear by the former generation.

"I don't believe it. Young people of all generations must meet dangerous conditions. If boys and girls today are doing a little more thinking on their own account than we did it may be a good thing because they have some big problems to solve—many of which we never have been able to solve.

"It is safe to say that this generation does not differ from us any more than we differed from the generation ahead of us. I believe boys and girls were never more serious in their attitude toward worth-while things than they are at the present time."

I. I. CAMMACK, superintendent of Kansas City for fourteen years, is a native of Indiana, has been in school work in Kansas City for forty years, succeeding J. M. Greenwood, who had been a superintendent for thirty-nine years. Mr. Cammack is eminently thorough in knowledge of every detail of school work, is always on the job, and has a definite purpose for professional attainment. Dr. Greenwood was widely known, and was widely traveled, never missed an educational convention, and was always on the program. He kept the schools of Kansas City on the map everywhere, and they were good schools because his home associates were bound to make his claim good. Mr. Cammack, for a quarter of a century with Mr. Greenwood, and largely responsible for the super-excellence of the Greenwood schools, has continued the pace of progress by consistently and persistently attending to every phase of the functioning of the system.

WILLIAM HENRY BURTON, Department of Education, University of Cincinnati, is now a member of the Department of Education of the University of Chicago. Professor Burton has been a member of the faculties of State College, Pullman, Washington (1918-21); State Teachers College, Winona, Minnesota (1921-1923); University of Chicago, Chicago, Illinois (summer 1924); and University of Cincinnati (1924-25). He received the degree of Doctor of Philosophy at the University of Chicago. He is author of "Supervision and the Improvement of Teaching," D. Appleton & Company. Professor Burton will devote himself at Chicago to courses on methods of teaching and supervision. He will organize the courses given in the College of Education for prospective high-school teachers and for supervisors in the elementary schools.

DANIEL A. FRASER, who died in Boston recently, was the New England representative of the F. A. Owen Company, publishers of Normal Instructor. He began his agency career more than forty years ago in connection with the Journal of Education, and the friendship then formed continued through life. He was especially prominent in church work, and his devotion to the Tremont Temple Baptist Church in Boston was recognized in unusual memorial service in connection with his funeral in Tremont Temple. He was also active in the promotion of musical interests, having been prominent in the famous Handel and Haydn Society in Boston to the time of his death.

FRANK SMITH, New England representative of Laidlaw Brothers, Chicago and New York, though dean, we think, of the school-book "agents" of New England, having been in the game for forty-six years, gives no indication of his extended experience. His residence is in Dover, Massachusetts, where he is interested in public affairs and renders efficient public service.

Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

Little Cheerup

LITTLE CHEERUP counted the daisies in the Queen's garden, found them all there, and then hurried away under the rose bush out into the great world beyond. There is no use trying to describe Little Cheerup. It simply cannot be done. How can a person describe a sweet little smile or a patch of sunlight on a mossy green bank, or the song of a wood thrush hidden away in the aisles of the deep woods? Little Cheerup had business on hand, for she went straight out over the tangled roots of the old oak tree, crossed a tiny brook by skipping from one pebble to another, and climbed a bank that was covered with violets. Suddenly she stopped. "Dear me," she whispered, softly, "Mr. Ant has more than he can carry." Sure enough right across her path Mr. Ant was dragging a crumb three times his own size. "Dear me," whispered little Cheerup, "I'm afraid he can't manage it. Wait a minute, Mr. Ant, and I will help you." Mr. Ant paused. "I thank you kindly," he said, "this crumb is quite heavy." With little Cheerup's aid the crumb was quickly dragged to the ant's home and stowed away in the family storehouse. Without waiting to be thanked Little Cheerup darted away. Evidently she was late, for her face was quite serious. As she ran nimbly along, however, she suddenly came upon a squirrel that was frantically hunting up and down for a nut he had dropped. "Dear me," said Little Cheerup softly, "he has lost a nut. How dreadful! How cut up he must feel about it!" Then out loud she cried: "Wait a moment, Mr. Squirrel. I can find your nut for you." "Oh, if you only would," said Mr. Squirrel, "it was such a big, ripe, wholesome nut." It took little Cheerup but a second to find the nut, for it had rolled right under a root at her very feet. "Thank you kindly," said the squirrel, "I can go home in peace now, and I wish you a merry journey." "I am dreadfully late," cried Little Cheerup as she hurried away. However, she had not gone far when she came across a huge spider web in the exact centre of which fluttered a golden butterfly. "Dear me," cried little Cheerup softly. "Mr. Butterfly will die in that web. I must get him out before it is too late." With that Little Cheerup began snipping the threads of the spider web with her little pruning shears. "There," she cried, happily, "fly away, Golden Butterfly. Fly away. You are free." "Thank you kindly," said Mr. Butterfly, "I hope everything you touch prospers." "Dear me," cried little Cheerup, "I fear I shall be very late." At that exact moment the sky became overcast and it began to rain. "Dear me," cried little Cheerup, "I shall call on Mr. Jack-in-the-pulpit. He will shield me under the roof of his church." "Yes, indeed, I shall," said Jack, "climb right in beside me." It seems incredible, I know, but the blue drops of rain pattered down on the steeple of Jack's church all day long. When night came Little Cheerup shed two tears, and said to Jack: "I have failed the little Four o'clocks. I was on my way to wash their little faces with the evening dew." "Don't worry," said Jack, "it was too rainy for them anyway. Cuddle right down and go to sleep." "But I am lonesome," said Little Cheerup. "Nonsense," said Jack, "just close your eyes and see what happens." No sooner had Little Cheerup closed her eyes than Mr. Ant came up to her and began to wave two fans over her. "Sleep in peace," he said. "I am the memory of your kind deed." And close beside her cuddled Mr. Squirrel. "Go to sleep," he said, "I shall keep you nice and warm. I am the memory of another good deed you did." And above the three hovered the golden wings of a butterfly. "Sleep gently," said the butterfly, "I am the memory of the third good deed you did." And so, with her memories for company Little Cheerup slept peacefully until the flower bells rang in all the steeples round about announcing the coming of another day.

Isaac Forgot

ISAAC FORGOT was a rancher living on the edge of a very dusty desert. His one ambition in life was to move away to some fertile valley where rain fell and flowers blossomed and long cool shadows curled under old green willow trees. Isaac Forgot had all the longings of other men for comfort and coolness and sweetness of life, but something in his very nature seemed to prevent his ever leaving the desert in which he lived. Isaac called this something a Jinx, but his neighbors in speaking of him shook their heads sadly and said: "He is his own worst enemy." Then, one by one, these same neighbors would recall the instances when misfortune rose up like a cruel demon to spoil the chances that had come his way. "Of course," one would say, "Isaac knew better

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than to build his barn on the very top of a hill. Everybody knew that the winds blow so hard on the hilltops that no barn such as Isaac built could ever stand. Yet when the barn had been blown away all that the poor man could say was: 'I forgot about the winds,'" "The same was true of his irrigation ditch," said another. "Too much water is just as bad as no water at all. Isaac let water run into his field until it was covered a foot deep. Of course his crop rotted, and all he could say was: 'I forgot to close the ditch.'" "And when a purchaser came to buy his farm," said a third neighbor, "and wrote him that he would arrive on a Monday, Isaac never showed up. When he thus lost his chance all he could say was: 'I forgot it was Monday.'" The day this story takes up the life of Isaac Forgot finds him hot and dusty, racing up to the station platform just as the train pulls out. With his ticket in his hand Isaac is left panting on the dusty little platform. The baggage agent stops rolling a trunk long enough to remark: "Too bad, Isaac; what makes you late?" "I forgot that the train always leaves on time," says Isaac. "Yes, the train always leaves on time," says the baggage man, "and so do the people who arrive on time." "I know it," says Isaac. "That's why I'm here. That's why my name is I. Forgot."

Rainbows

TODAY it rained; all through the dismal hours the golden leaves were tossed by the window like wind-driven birds. Then, suddenly, the clouds spun apart and the glorious evening sun burst through, falling on dripping trees and drenched meadows like a bright blessing straight from God. No words were said, no thunder rolled, and yet the human heart leaped up to meet the blessing of the sky. Then, wonder of wonder, a rainbow spanned the east like a far-flung bridge in which all the glorious flowers of the last summer, the sunsets, the wings and breasts of birds; the hues of every glorious autumn leaf found perfect place.

It was just as though God came walking down across the earth to see personally that all was well.

Perhaps a million eyes beheld that marvelous bridge on which God crossed from heaven into heaven. To each it was a perfect arch seen from one central spot on which he stood, alone, of all the race.

Somehow I feel that the same mysterious thing is true in our spiritual lives. God's truth, a mighty rainbow of promise, arcs above our heads. We, each, see it from our own central place. Some see it clearly, with no houses or trees or hills between; some see it faintly, lost in the worries of a thousand cares; some see it not at all because of blinded eyes, to which all color is the same.

God's truth, whether seen or not, arcs above us, eternal and vastly beautiful, a promise after storm, a pledge that God lives, an invitation to a better world, a bridge that stretches off from earth to heaven, and best of all our own particular bridge, that arcs above for us alone, over which no other feet may go; whose glorious heights no other soul may climb.

Just as after the storm, each has his own lovely rainbow, so after life is done, each has his own way to go into that far country of the soul.

Just as no one can see another's bow, and no one can travel another's road, so no one should say: "My rainbow is more beautiful than yours, or my road is a better road than yours." Rather should we say: "God speed, my brother, may we meet at the roads' ends where all paths lead up to God."

Our Spirits' Worth

THE wise man stood on a soap box in the market place and rubbed his silver whiskers in a calm and royal manner. Fifteen times he rubbed them downward and fourteen times he rubbed them upwards. "Friends," said he, "the school teacher in this village tells his pupils that the good are rewarded and the wicked punished. Has anyone anything to say?" "How about old Skinflint?" cried a voice from the crowd. "He's the meanest old codger in seven countries, and yet we all owe him money. It looks to me as though the meaner you are the richer you get." "I know old Skinflint," said the wise man. "He's as mean as he is rich and as rich as he is mean. We shall have to ask the school teacher about him." "Well," cried another voice, "how about old Fiddlesticks who has been elected to office eleven times in spite of the fact that everyone knows he is as crooked as a ram's horn? It looks to me as though something more than fitness were required of a successful office holder." "I know old Fiddlesticks also," said the wise man. "How he ever gets into office is beyond me, but perhaps the school teacher can tell us." "Well, then," cried another voice, "how about Lucky Jim? He never did a lick of work in his life and yet he falls heir to the best farm in town. It looks to me as though something more than hard work is necessary to get on in this world." "Very true," said the wise man. "Lucky Jim certainly has had a speedy rise to riches. We'll ask the school teacher about him, too."

It happened that the school teacher had heard all that was said and it made him mad. "Friends," said he, "it all depends; I did not

say the good will always be rewarded and the wicked always punished the very minute they do their good or evil deeds, but I did say that the good are always rewarded and the wicked always punished. You see, my friends, there are many rewards and many punishments. Take the case of old Skinflint; what he thinks is happiness is only selfishness, and the way he has saved his money only helps to stunt his soul. That same old fellow might be rich and at the same time have the esteem of all of you. It isn't his money that makes you hate him, but the way he made it. It isn't his gold but his grasping soul that makes him the most hated man around. Now, friends, I ask you plainly, can all his gold make up for the hatred of his fellow men? Isn't old Skinflint being punished every day?" By this time the school teacher was talking very fast, and waving his arms about and getting very red in the face. "I tell you," he cried, "that every man who violates the laws of God is punished in the violation. He may become rich in worldly goods, but he is a naked beggar before the eyes of his own soul; he may have power in office, but he is the most despised and rejected person on the earth in the judgment halls of his own spirit; he may be fortunate in all he does and yet be the most unfortunate of wretches in the sight of God. The gold that the just man treasures up is mined in spiritual hills and minted often in the cruel presses of adversity, but bears upon its face the royal stamp of God." When the school teacher had finished, the wise man stroked his silver whiskers up and down and said: "Our friend is right. Unless our earthly success is founded on our spirit's worth, we are failures in every vital way."

Garden of Happiness

LAST Saturday I planted fifty tulip bulbs in my garden. I hope they were good tulip bulbs, for I wish to think of them all as containing beautiful spirits that next spring will force away the earth covering them and lift up to the sky, first, green blade-like leaves and then gorgeous cups of gold and crimson.

All during the winter, when the north wind howls and the snow shakes its white veil over the world, I shall look out into the corner where the fifty tulips lie hidden and say: "Never mind, let the cold wind howl, and let the white snow drift about. I know where fifty good spirits are working for me, silently, but surely, weaving flowers and leaves of a lovely shape and color. I know just where they are, there under the snow, for I put them there, myself."

I can almost see them, each in his own little work shop, in the dark, reaching out into the cold earth and gathering glorious colors and sweet odors with which to make my garden a beautiful place some future day.

Suppose for a second we just change the words, "good tulip bulbs" into "good habit bulbs," and then tell the story all over again. It would read something like this:—

Last Saturday I planted fifty good habit bulbs in the garden of my soul. I hope they are strong habit bulbs, for I wish to think of them as containing beautiful spirits that sometime will force away all the obstacles about them and lift up to Heaven blossoms of rare loveliness.

All during the hard times that I know I shall endure I shall look down into the garden of my soul and say: "Never mind, let the cold wind howl and the snow drift, I know where fifty good habits are working for me, silently but surely, in the dark, weaving blossoms of cheerfulness, of politeness, of generosity, of kindliness, of success, with which to make my future life a garden of great happiness."

How the "Chats" Are Used in Mr. Egan's Schools

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The twelve-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

EDUCATION IN ACTION

French Extension Work Is Utilizing Radio

France has adopted radio as the means of developing a new intellectual order among its citizens. The master minds of the republic will go "on the air." In this system of education, founded under the patronage of the University of Paris at the Sorbonne, the University Extension Radio Institute has taken the leadership. The program of the Institute includes teaching through regular courses especially adapted to radio, the broadcasting of courses and lectures given at prominent educational institutions, and even lectures in pedagogy for the teaching staff. Popular lectures are to be given on every phase of intellectual activity, public lectures and discussions on topics of interest are to be delivered before the microphone, and special attention will be centred on the transmitting of so-called artistic events, radio concerts by artists of note and selected public entertainments.

Tenants in Japan Start Own Schools

The Japanese tenant farmers in Niigata prefecture claim that the Government schools in the agricultural districts are controlled by the land owners and that their children have been taught false notions of loyalty, which prevent attention to their own interests. Some time ago the tenants withdrew their children from school. Government truant officers compelled them to return. The Niigata tenants are building several schools which are nearing completion and the Government has not yet decided whether or not these schools will be permitted to operate. Japanese landowners are a legacy from feudal times. Their holdings are rarely large, but are sufficient to support them in idleness, according to the system which prevailed in feudal times. But the tenants have new ideas of "mass justice" and are no longer willing to toil for bare subsistence. It is pointed out that a separate school system makes the dispute an out-and-out "class war," with inevitably dangerous consequences. In this fashion, children of both classes are taught to hate each other, it is asserted.

Educational Activity Reported in Bulgaria

Orders for beginning the first constructive work have been signed by the president of the new American College in Bulgaria, which is to be erected near Sofia on a fine 120-acre tract. Every branch of the Bulgarian Government is heartily co-operating in the work. The American primary schools in Sofia have begun the school year in the new social settlement, the first one to be started in the Balkans. The American school for girls in the town of Lovetch has also commenced the academic year with a large attendance in two new buildings. The Bulgarian-English Association for the promotion of cordial relations, which although only recently founded, has more than 500 members, has begun its activity with the opening of the English language classes.

American School For Boys in Paris

A new American school for boys on advanced lines is opening in the Chateau de Bures, a beautiful old estate in the shadow of Versailles. The schools will combine the best American and English standards of secondary education with the advantages of a French environment. The head of the school is an American of wide educational contacts and experience, a graduate of Yale University, with a master's degree from Columbia. The masters come from English and American schools of first-class standing, and most of them have post-graduate degrees.

Ultra Violet Rays Make Pupils Grow

A school in Staffordshire, England, recently recorded interesting results in a one month's experiment with special window panes, permitting the passage of ultra violet rays, which are unable to penetrate ordinary window glass. Boys in the room fitted with special glass gained three pounds more in weight and a half inch more in height in comparison with those in rooms where the violet rays were excluded.

Spanish People Lack Education

Fifty to sixty per cent. of the Spanish people do not know how to read. From the latest statistics, it appears that in one province, that of Jaen, the percentage of analphabets reaches seventy-five per 100 inhabitants. The high percentage is due to the comparatively small number of schools in Spain. The attention of the government has been brought again to this important subject of primary instruction, and it is expected the construction of new schools simultaneously with the appointment of masters will be pushed so that within a maximum of ten years Spain will have solved one of the problems which is so vital to the progress of a country.

Model Ships Win Tech Scholarship

Skill in building models of famous clipper ships, which rank, according to naval architects, with the finest ever built, won Albert F. Bird, sixteen-year-old Somerville, Mass., boy, a four-year scholarship at Massachusetts Institute of Technology. The scholarship carries full tuition and fees amounting to more than $1,200, to be awarded anually to a boy selected by the Youth's Companion. Albert Bird is the first boy to receive the award and will develop his talent in the department of naval architecture and marine engineering. Dr. Stratton, president of M. I. T., expressed himself as believing this new scholarship a significant one, which will be the means of bringing to the Institute young men of demonstrated capacity who could not otherwise attend.

Goes to Jail to Keep Sons Out of School

Expressing the belief that modern American high schools are not safe institutions for adolescent boys and girls, J. R. Miles, wealthy rancher living near San Francisco, accepted a jail term rather than accede to a court order that he compel his children to go to school. The father previously had withdrawn his two sons from the Oakdale High School with the declaration they were "better off outside." School authorities caused the arrest. "Modern high schools are a good place to go to matriculate for the state's prison," Miles told the Court. "Schools have lost every vestige of hold on the morals of youth, for they make no effort toward discipline." The Court announced that the father would stay in jail until he was ready to send his boys to school. "Then the jail and I will grow old together," Miles asserted, and walked behind the bars. Bruce and Gordon, his sons, are studying at home.

Court Asked to Oblige School to Allow Knickers

Mrs. Fahyma Allen, mother of nine-year-old Virginia Allen, who has been barred from public schools at Port Fulton, Ind., for three weeks because she wore knickers, filed suit in the county Circuit Court asking for a mandamus requiring the school authorities to allow Virginia to attend school

Students From 48 Lands at M. I. T.

Forty-eight nationalities were represented at the Massachusetts Institute of Technology when the students gathered to attend their first classes this year. The class of 1930 was welcomed by Dr. Samuel W. Stratton, president; Dr. Henry P. Talbot, dean of students, and Professor Charles M. Spofford, chairman of the faculty.

Rockefeller Chair of Politics for Cambridge

Cambridge University has announced a gift of 30,000 pounds by the Laura Spelman Rockefeller Memorial Fund for the establishment of a chair of political science. With the gift was a note from the director of the fund saying "it was participating in a general plan for the development of social sciences at Cambridge University. which had been under way for the last few years, and in which development substantial progress has already been made. It is our hope that this chair may serve to assist the university in bringing to a more rapid conclusion this important development."

Parent-Teacher Community Theatre

In Los Angeles the parent-teacher associations of eleven adjoining schools have sponsored and financed a parent-teacher community theatre. Students of junior and regular high schools and community groups of young people are the players. Music has been furnished by junior high and elementary school orchestras, and school glee clubs. The movement is for the purpose of bringing before the public the need of the spoken drama for children and of discouraging the exploitation of children on the public platforms.

Pupils to Make Their Own Ink

The school children of Revere, Mass., will make their own ink in the future. With the large enrollment in the schools, ink consumption has been heavy. Owen McGaffigan, instructor in chemistry in the Revere high school, has announced that the pupils would immediately start making ink from a formula which he furnished, saving the school department considerable expense.

Interschool Visits Prove Successful

Interschool visits by kindergarten teachers, accompanied by a member of the kindergarten department, for observation of methods of other teachers have proved successful after two years' operation in New York City. Visits are made in groups of ten teachers, according to a regular schedule, and in schools observed prominence is given to the particular phase of work it is desired to demonstrate for the visiting group. At a conference held the following week after school hours, which the visiting teachers and the teacher observed are required to attend, two questions previously submitted to the supervisor by each visiting teacher are made the basis of discussion.

No Drop in R. O. T. C. Numbers at Boston U.

In spite of predictions that enrollment in the Boston University R. O. T. C. courses would be small this year because military training is no longer compulsory in the college, enrollment for all classes at the College of Business Administration is just as high this year as it has been any year, according to statistics given out by the military science department. The unit, which had a strength of 613 men last year, had 651 students elect the course this year, but because of physically unfit rejections, the strength will be about 606.

School Eleven Refuses To Play Against Negro

Because the Chambersburg, Penn., High School refused to withdraw a Negro player from its football team, the Martinsburg, W. Va., High School officials cancelled the football game with the Pennsylvania team. Both teams are members of the Cumberland Valley Athletic League, and Martinsburg officials said there was an understanding that two Pennsylvania teams, Chambersburg and Waynesboro, would not use Negro players against the Martinsburg or Winchester, Va., teams, although the league constitution does not touch upon the subject.

Finger Rings Barred From English School

Southshields, Eng., school authorities have banned finger rings from classes on the theory that adornment of this kind tends to distraction during lessons. Neither girls nor boys will be allowed to wear rings in school hours. The question was brought to a head when the education committee considered a complaint of a parent against a teacher who had taken a ring from a pupil and retained it during studies. Rev. J. Robson, speaking on the teacher's behalf, explained that the girl gazed constantly on her ring instead of attending to her lessons, and other girls, too, had bought rings and brought them to school. The committee upheld the action of the teacher.

Public 12 Years Old Mentally, Says Expert

Dr. Herman N. Bundesen, Chicago health officer, declared at the fifty-fifth annual convention of the American Public Health Association in Buffalo that all health education material for public consumption should be in words of one syllable if it is to be effective, because the mental age of the public is twelve years.

Hotels for College Alumni in 40 Cities

Eighty college alumni associations in the United States and Canada have united in selecting, in about forty cities, certain hotels which will pay special attention to college men, graduates and undergraduates, and will, it is hoped, become to some degree the centres of college activity in their respective communities. It is proposed that each of these hotels shall keep on file copies of all the alumni publications and also lists of the alumni of all the colleges in the respective cities where the hotels are. For more than a year a large committee representing eighty college and university alumni associations has been working to make this national movement possible.

Swimming Obligatory In Austrian Schools

The Vienna City Council of Education has recently decreed that swimming is to be a compulsory subject in elementary schools and in lower secondary schools. For obvious reasons the new measure is not meant to be carried through in its entirety immediately. It will first apply only to schools situated in the six most crowded districts of the city, but will be extended by degrees to other schools as well. Two of the finest swimming baths will be placed at the disposal of the children for five mornings every week.

Order Long Skirts Instead of Heat

The school board of Genoa, Neb., after investigating a complaint of several high school girls that the assembly room was chilly, posted a ruling that girls from the sixth grade up must wear skirts long enough to cover their knees, walking or sitting, or be expelled. All obeyed the decree except Hazel O'Bryan, sixteen, whose relatives resolved with her to wear short skirts "if we have to fight it out all winter." The other extreme was noted when six girls appeared at the school wearing old swagger skirts of four years ago.

Salesmen Taught Charm at School

A "charm school" for salesmen and others who wish to polish off possibilities of friction has opened in Chicago. Men who aspire to the Chesterfieldian role will be taught the correct modulation of the voice in greeting a customer whose account is sixty days past due.

TREND OF THE TIMES

Dry Law To Cost $13,000,000 Again

Instead of decreasing, Prohibition enforcement costs promise to remain high again next year, with an expenditure of $13,000,000 necessary for operations of Federal administrators and agents under Lincoln C. Andrews, assistant secretary of the Treasury. General Andrews has submitted to Budget Director Lord an estimate of about $13,000,000 to be expended on enforcement in the fiscal year 1928. This sum is virtually the same sum as that appropriated by Congress for 1927. The figure does not include the costs of Prohibition enforcement work by the Coast Guard, which operates the ocean patrols, or the Department of Justice which prosecutes liquor cases. Total costs of all phases of Prohibition enforcement are running around $41,000,000, according to experts on expenditures at Washington.

$6,000,000,000 Year's Building Forecast

The annual report of the building trades department of the American Federation of Labor predicts that new buildings to the value of $6,000,000,000 will be constructed in the United States during the next year, as seen in the number of building permits already issued. Large construction programs throughout the southern and Pacific coast sections of the country were cited as causes for the unprecedented building activities. Rents in the United States as a whole have declined nearly six per cent. from the peak reached in July, 1924, according to the National Industrial Conference Board in a survey of 171 cities. The average rent, it was said, was seventy-five per cent. higher in August, 1926, than the pre-war level of July, 1914.

Installment Plan Divorces Now Advertised in Paris

An announcement from Paris declares that divorce-seekers can now obtain divorces on the installment plan. Preliminary arrangements are advertised on the boulevards and in the subways for as little as seventy-five cents down and the balance in installments after the divorce. One of the most unusual grounds for divorce in Paris, which few women know, is based on a law 150 years old, and still in force. This law says that whoever snares an unsuspecting Frenchman into matrimony by means of rouge, perfumes, or high heels, shall be summoned for sorcery and the marriage shall be declared null and void. Such affectations are quaintly classified by the French law as a "misrepresentation of merchandise."

Soft-Toned Whistles Installed on Engines

A new "chime" whistle has been installed on the engines of the Chicago, Milwaukee and St. Paul railroad in deference to protests of residents annoyed by shrill blasts of engine whistles. The tones of the new whistle are described as being "as soft as the wood-winds of a symphony orchestra." Though the sound is mellow it can be heard as far as the screech of the ordinary whistle, according to experts.

Seeks Reduction Of Wedding Costs

Premier Wakatsuki, as chairman of the Japanese Thrift and Saving Encouragement Board, has begun a campaign to make weddings in Japan cheaper. When the daughter of a poor clerk marries it is frequently necessary for her father to spend his entire life's savings in the observance of the customs and celebrations which are deemed essential in order to maintain "face." The bridegroom's expenses are heavy also. He must make a money gift to the girl's family in keeping with his financial position, in visiting the shrines he gives presents to the priests, he must pay for the wedding banquet, he must furnish the finest equipage possible to pay formal calls on all the guests and relatives and at each house leave a present for every member of the family. It is the Premier's intention to try to eliminate a large part of this expense.

Public Lands Under State Control Opposed

Insistence of some western states that they should have the right to administer all public lands, some 400,000,000 acres, within their borders, an activity now vested in the United States Government, meets with no favor in the eyes of Hubert Work, Secretary of the Interior, according to views expressed by him at the session of the western division of the American Mining Congress in Denver, Colo.

Berlin Offers To Pay Heavily If—

To help her financially embarrassed creditors, Germany is prepared to place at their disposal 500,000,000 marks in preferred shares of the German Railways Company. This would help stabilize the French and Belgian franc. In return Germany asks for allied evacuation of the Rhineland, the cessation of military control and the restoration to her of German provinces now occupied by France and Belgium. To raise cash on this plan it is intended to have American bankers market in this country 2,000,000,000 marks ($500,000,000) worth of these securities.

German Postmen Collect Radio Fees

German radio fans pay the letter carriers fifty cents a month for the privilege of listening in on radio programs, according to David L. Loewe of Berlin. The money thus raised goes to the Government for the encouragement of broadcasting and, if anything remains, to reduce taxation. "It is unlawful to maintain a receiving set without a license." Mr. Loewe said. "The customary procedure is for the new owner of a receiving set to notify officials that he has acquired such a set and his name is placed on the list. The list now includes more than 1,250,000 names," he declared.

Fisher Says Dry Law Cuts Drinking 90 Per Cent

Liquor consumption "is probably not over one-tenth of pre-prohibition consumption"; prohibition enforcement would be "worth while purely as an economic investment" even if it cost a billion dollars; and New York's referendum is not only "futile" but "insincere," according to Irving Fisher, Professor of Economics at Yale University, who presents those and other conclusions in his new book, "Prohibition at Its Worst." He declares that in New York City, which many account the wettest city in the United States, with a population greater than that of several states, computations show a steady and pronounced decrease in the number of single-time offenders for drunkenness, from 20 per 10,000 population for the year 1914 to only 4 per 10,000 population for the year 1925. The author's main conclusions are: that the present situation of imperfect enforcement is intolerable; conditions are not as bad as commonly represented; to repeal the Eighteenth Amendment is out of the question; to nullify it would mean disrespect for law of the most demoralizing kind; the only practicable solution is to enforce the law, and enforcement is a practical possibility.

The BOOK TABLE

THE STUDY READERS. Third Year. By Alberta Walker, Washington, D. C., City Normal School, and Ethel Summy, State Teachers College, Fredericksburg, Va. Illustrations by Florence J. Hooper and Margaret Campbell Hooper. New York and Chicago: Charles E. Merrill Company.

Alberta Walker of the Washington, D. C., City Normal School has attained much fame in her combination of teaching Reading and Oral English, out of which she has developed a "work-type reader," for the establishment of skill in working with books in the creation of habits of studying any subject where use of books is of first importance.

There are four distinct missions in the third year of "The Study Reader," Correct Handling of a Book, Comprehension of Sentences, Development of Vocabulary and the Organization of Ideas.

The first real achievement is that the child gets personal satisfaction in feeling that his study is connected with his life. There are two distinct classes of reading lessons, the informational and the recreational. Naturally the major part of the book is factual while the recreational aims to enrich the child's experience.

The masterful genius of Miss Walker is everywhere in evidence.

THE IROQUOIS ARITHMETICS FOR SCHOOL AND LIFE. Book Three, Grades Seven and Eight. By Harry DeW. De Groat, principal State Normal School, Cortland, N. Y., Sidney G. Firman, superintendent, Glen Ridge, N. J., and William A. Smith, superintendent, Hackensack, N. J. Syracuse: Iroquois Publishing Company, Inc.

The Cortland, New York, State Normal School has won high praise for the intensely practical results attained, and with the aid of two city superintendents who have tried out every problem in the appropriate grades the Iroquois Company of Syracuse has produced a book for skilful practice along all lines of everyday needs for children and youth and the men and women the schools are developing into citizens who are to be the Americans of tomorrow.

OUR TREES AND HOW THEY SERVE US. By Rufus S. Maddox and Almon E. Parkins, of George Peabody College for Teachers, Nashville, Tennessee. Cloth. Illustrated. 180 pages. New York: Charles Scribner's Sons.

This is an exceptionally interesting, almost fascinating book about the trees of the forest, the indispensable wood, natural and artificial forests and national and state forestry.

The chapter on the oaks, the walnuts, the hickories, the beeches, the chestnuts, the maples, the poplars, the ash, the locust, the sycamores, the birches, the cedars, the cypress, the pines and the firs, is exceptionally interesting and every way valuable.

Of course the real purpose of the book is to promote the conservation of our forests and for magnifying possible uses of Arbor Day.

A PORTUGUESE GRAMMAR. By E. C. Hills (University of California), J. D. M. Ford (Harvard University), and J. de Siqueira Coutinho (George Washington University). Cloth. Illustrated. x+393 pages. New York: D. C. Heath and Company.

It is a cause for much surprise that Portuguese has not been generally taught in American secondary schools and colleges. Indeed, with the exception of certain of the larger universities it is hardly taught at all. There is no good reason for this neglect—just as there is no good reason for the comparative neglect of Italian—except that apparently its importance has been overlooked. Portuguese is the language of some 30,000,000 people in Portugal and Brazil; it is the language of the largest of the South American countries, with which we do an enormous business; it is the language of much important literature which is almost unknown to the English-speaking world. Certainly the old complaint of lack of suitable texts no longer holds, for we have recently had several additions to our stock of available reading texts and now we have a modern and teachable grammar as well.

Messrs. Hills and Ford are the authors of our most successful Spanish grammar and have brought to the task of preparing this fine new Portuguese beginners' book the experience gained in their earlier undertakings and the fruits of their long and successful careers as teachers and scholars. Dr. Coutinho is a Portuguese by birth, well acquainted with the foreigner's difficulties in learning Portuguese through experience at Oxford University and the University of Berlin as well as in America. All three of the co-authors are men of international reputation. To them as to the publishers the work must have been a labor of love, for it has no immediate prospects of financial success unless our educators wake up to the need for Portuguese, repeatedly urged by Mr. McAdoo when secretary of the Treasury and by others.

The outstanding features of the text are those of its Spanish sister: clearness of explanation, thoroughness of drill, completeness. As in the Hills and Ford "First Spanish Course" the first part of the book takes up grammatical and syntactical matters by fairly easy stages; the last part reviews the entire grammar logically and analytically. The difficult question of Portuguese pronunciation is thoroughly covered in the full introduction (thirty-four pages), use being made here and throughout the book of phonetic symbols. The forty-nine lessons are followed by complete tables of verbs, Portuguese-English and English-Portuguese vocabularies (with phonetic notation) and an index. The volume is attractively printed, illustrated, and bound. It represents—on the part of authors and publishers alike—a genuine and disinterested service to progressive American education.

EXERCISES AND TESTS IN ALGEBRA. Through Quadratics. By David Eugene Smith, William David Reeve and Edward Longworth Morss. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The Smith-Reeve-Morss mathematical tests fit all modern courses. It would not be easy to get together three men who would mean more in the mathematical world than do these authors of "Exercises and Tests in Algebra," and no one has prepared a more wholesome series of tests or measurements. The plan is wholly new and meets the new conditions.

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GIFTED CHILDREN. Their Nature and Nurture. By Leta S. Hollingworth, Ph. D., Teachers College, Columbia University. Cloth. 374 pages. New York: The Macmillan Company.

This study of "Gifted Children" is one of the sanest approaches to what is an exceedingly delicate subject for exploitation. It is practically impossible to write or even think along this line without magnifying academic aristocracy, which is always liable to be repellant to the modern American mind. Without venturing any suggestions not to say opinions as to the author's liability to drift from even professional aristocracy to academic aristocracy we quote from Miss Hollingworth's Preface, which relieves us of all responsibility.

"The literature of experiment dealing with unfortunate deviates—the stupid, the delinquent, the dependent—has long been voluminous; but the literature dealing with fortunate deviates was, until recent years, chiefly legendary.

"This preoccupation with the incompetent resulted from the natural tendency of human beings to notice whatever is giving them pain or annoyance, taking for granted that which proceeds in an orderly and agreeable manner. It was due also to the wave of uninformed humanitarianism which rose in the latter half of the eighteenth century, and extended through the nineteenth century. Under this influence, expensive and even palatial institutions were established for the preservation and care of the feeble-minded, the delinquent, the crippled, the insane, and others who varied biologically in the direction of social incompetence. Philanthropy, orginally meaning love of man, degenerated to mean love of stupid and vicious man. These efforts were, of course, actuated by the emotionally satisfying doctrine that all human beings are or might be born equal in merit; and that money, education, surgery, medicine, and faith can eventually uplift any and all to the desired level of behavior."

BRAINS OF RATS AND MEN. A Survey of the Origin and Biological Significance of the Cerebral Cortex. By C. Judson Herrick, University of Chicago. Cloth. Illustrated. 382 pages. Chicago: The University of Chicago Press.

One of the questions to be settled educationally is the relative influence of biology and psychology in the estimate of human behavior. While this is not vital in actual activity of the human mind, it has high significance when the psychologists pretend to be scientists. By far the most interesting study we have of the relative importance of biological action is Dr. Herrick's study of the "Brains of Rats and Men." The chapter on "How Do Rats Learn?" is so definite in its account of experiments and the conclusions are so definite that no teacher can fail to be interested therein. Personally we have been intensely interested in various phases of Mr. Herrick's study of the brains of rats, especially in the revelation of his learning to the removal of certain sections of the brain.

PICTURESQUE AMERICA: ITS PARKS AND PLAYGROUNDS. Edited by J. F. Kane, published by "Resorts and Playgrounds of America," 51 East 42nd street, New York.

Here, in a remarkable volume of 500 pages, is told the fascinating story of America's great public playsteads. The book is beautifully and profusely illustrated with half tones and color plates. More than eighty authors have contributed the prose descriptions and poetry which make up the very delightful text. Maps are provided in abundance. Perusal of this book will be the next best thing to visiting the parks and playgrounds in person. The book is published as a non-commercial undertaking, with the purpose of informing the American people of the glories and enchantments of their fairyland reservations scattered throughout the country. It is an excellent book for school or private library. It offers a superb way of becoming acquainted with national parks, forests and other pleasure tracts from the Atlantic to the Pacific and from Alaska to the Gulf of Mexico.

THE ART OF NARRATION. By Mary Ellen Chase and Frances K. Del Plaine, University of Minnesota. New York: F. S. Crofts and Company.

The various forms of narrative writing, illustrated with copious selections from standard authors, are here treated with great thoroughness. A brief glance at the table of contents shows that the illustrative material is taken not only from the earlier writers but also from such present-day masters as Anatole France, Selma Lagerlof, John Galsworthy, Willa Cather, and Christopher Morley. Beginning with simple Expository Narrative the book takes up in succession Narrative Incidents, Historical Narratives, Historical Fiction, Legends and Tales, Fairy Tales, Allegories, Parables and Fables, Biographical Narrative, Reminiscences, Narratives of Adventure, Sketches and Short Stories.

EDUCATIONAL STORY PLAYS AND SCHOOLROOM GAMES. By Emily W. Elmore, University of Wisconsin, and Marie L. Carns, assistant professor of Physical Education, University of Wisconsin. Illustrated by Bernice Oehler. New York: A. S. Barnes and Company.

The A. S. Barnes Company is specializing above all other publishers in both Story Plays and Games in School and Out, but here they surpass themselves in combining both in one volume. Nowhere do we find better schoolroom plays and certainly nowhere else are there schoolroom games so modern, so appealing to both teachers and pupils.

Books Received

"The Iroquois Arithmetics." Book Three. By Harry DeW. Groat, Sidney G. Firman, and William A. Smith.—"Mental Tests." By Frank N. Freeman. Boston: Houghton Mifflin Company.

"Applied Budgeting." By Henry Bruère and Arthur Lazarus. Chicago: A. W. Shaw Company.

"Les Trois Mousquetaires." Par Alexandre Dumas. Boston: Ginn and Company.

"Measurement of Intelligence by Drawings." By Florence L. Goodenough. Yonkers-on-Hudson, New York: World Book Company.

"Vermont for Young Vermonters." By Miriam Irene Kimball. New York: D. C. Heath and Company.

"Lancelot et Galahad." By Myrrha Lot Borodine and Gertrude Schoepperle. New York: Oxford University Press, American Branch.

"Athletic Dances and Simple Clogs." By Marjorie Hillas and Marian Knighton. New York: A. S. Barnes and Company.

"The Purpose of Education." By St. George Lane Fox Pitt. Cambridge, England: University Press.

"Opium the Demon Flower." By Sarah Graham Mulhall. New York: Harold Vinal.

"What Happened in the Ark." By Kenneth M. Walker and Geoffrey M. Boumphrey. New York: E. P. Dutton Company.

"Medieval and Modern Times." By James Harvey Robinson.—"The Work of the College Entrance Examination Board—1901-1925."—"Tales of Pioneers and Kings." By Newton Marshall Hall.—"Marianela." By Benito Perez Galdós.—"The Teacher's Book of Phonetics." By Sarah T. Barrows and Anna D. Cordts. — "Handwriting for the Broad-Edge Pen." Books One to Six, inclusive, together with Teachers Manual. By Frances M. Moore. Boston: Ginn and Company.

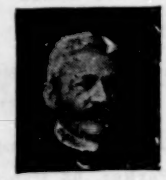
"High School Administration." By W. A. Cook.—"Extra Curricular Activities." By Paul W. Ferry.—"The Junior High School." By O. Vernon Bennett.—"A New Method of Mental Testing." By J. J. Strasheim.—"United States: A Second Study in Democracy." By H. E. Buchholz. Baltimore: Warwick and York.

"Economic Success." By William Morse Cole.—"Curriculum Problems." By Thomas H. Briggs.—"Educating for Responsibility." By faculty members of the South Philadelphia School for Girls.—"Contes de la Vieille France." By Max Jasinski.—"Elementary French Composition." By Charles Dean Cool and Jeanne H. Greenleaf.—"Plays of Richard B. Sheridan."—"Biographia Literaria." By Samuel Taylor Coleridge. New York: The Macmillan Company.

"Educational Hygiene." By Lawrence Augustus Averill.—"Selections From the Prose Works of Ralph Waldo Emerson." Boston: Houghton Mifflin Company.

"Rating Elementary School Courses of Study." By Florence B. Stratmeyer and Herbert B. Bruner. New York: Teachers College, Columbia University.

"Introduction to Social Statistics." By Clarence G. Dittmer. Chicago: A. W. Shaw Company.



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"Before you buy the plums," cautioned the teacher, "you had better pinch one or two to make sure they are ripe."

Little Harry flitted away. Soon he came back, and smilingly put his hat filled with plums on the teacher's desk.

"Oh, thank you," said the teacher. "Did you pinch one or two, as I told you?"

"Did I?" was the gleeful response. "I pinched the whole bunch of them and here's your dime."—New York Daily Mirror.

—

Pat's Definition

An Irishman and his wife were at the theatre for the first time. The wife noticed the word "asbestos" on the curtain.

"Faith, Pat, and what does 'asbestos' on the curtain mean?"

"Be still, Maggie, don't show your ignorance. 'Tis Latin for welcome."—Rotary Reminder.

A Ten-Minute One

The black-haired waitress, very much out of sorts, sailed haughtily up to the table at which sat the grouchy customer. She slammed down the cutlery, snatched a napkin from a pile and tossed it in front of him.

Then striking a furious pose—

"Whatcha want?" she snapped.

"Coupla eggs," growled the customer.

"How'd ya want 'em?"

"Just like you are."

—

Character Will Out

"A Scotchman was playing golf with his son, Ian. The old man got badly bunkered. Ian, on the other hand, had only one to play to win the match.

"'Ian,' said the old fellow.

"'Yes, father?'

"'Isna the morrow yer birthday?'

"'Yes, father.'

"'Aweel,' said the old man, 'I'll gie ye that hole for a present.'"—Detroit Free Press.

She Wanted to Know

It was midnight on a Pullman car. The monotonous hum of the wheels was broken by a little girl's anxious voice saying: "Daddy, are you there? Mamma, are you there?" Papa and Mamma assured their wakeful offspring that they were "there." Again and again the child's query was repeated, each time being affectionately answered by the parents.

Presently a deep and very rough bass voice rumbled forth from the curtains on the opposite side: "Yes, little one, daddy's here and mamma's here, and we're all here, so keep still and go to sleep."

There was silence for a whole minute, when the little girl's voice was heard again, this time in awed tones: "Mamma, was that God?"

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The Test of a Man

"The place to take the test of a man is not the forum or the field, nor the market place or the amen corner, but at his own fireside. There he lays aside his mask and you may judge whether he is imp or angel, king or cur, hero or humbug. I care not what the world says of him, whether it crown him with bays, or pelt him with bad eggs; I care never a copper what his reputation or religion may be; if his babies dread his home-coming and his better half has to swallow her heart every time she has to ask him for a five-dollar bill, he's a fraud of the first water even though he prays night and morn until he's black in the face, and howls hallelujah till he shakes the eternal hills. But if his children rush to the front gate to meet him, and love's own sunshine illumines the face of his wife when she hears his footstep, you may take it for granted that he's true gold, for his home's a heaven, and the humbug never gets that close to the great white throne of God. I can forgive much in that fellow mortal who would rather make men swear than women weep; who would rather have the hate of the whole he-world than the contempt of his wife—who would rather call anger to the eyes of a King, than fear to the face of a child."—William Cowper Brann.

It Costs More—

To carry a grudge than to forgive an insult.

To lose a friend than to pay a debt.

To break the law than to suffer inconvenience.

To ruin a boy than to be his hero.

To break faith with conscience than to resist temptation.

To surrender to passion than to be taunted by the crowd.

To forsake your mother's faith than to be called narrow.

The Kiwanis Magazine.

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Meetings To Be Held

OCTOBER.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: Maine State Teachers Association Meeting at Bangor.

28-29-30: Rhode Island State Teachers Association Meeting, at Providence.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

29: Plymouth County (Mass.)

29: Norfolk County (Mass.), Boston.

29: Barnstable County (Mass.), Teachers Association, Hyannis.

29: Bristol County (Mass.), Teachers Association, Fall River.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5: Worcester County (Mass.), Worcester.

5: Essex County (Mass.), Tremont Temple, Boston.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-12: Masachusetts and New England Associations of School Superintendents, Boston.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER.

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

28-30: American Psychological Association, Philadelphia, Pa. Harvey Carr, University of Chicago, Chicago, Ill.

28-30: Illinois State Teachers Association, Springfield. Mrs. E. A. Armbruster, Peoria.

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